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ABSTRACT

Six postsecondary institutions currently serve the Spokane area: a private university, two private colleges, one public college, and two community colleges. The two community colleges account for 60 percent of the total headcount enrollment in Spokane County postsecondary institutions. A seventh institution, Washington State University, views the city as part of its primary service area, especially for certain professional program offerings. The area is also served by several local proprietary institutions, and educational programs offered at Fairchild Air Force Base accommodate both service and non-service students. This document summarizes the offerings of the postsecondary educational resources in the Spokane metropolitan area, and reviews issues of inter-institutional coordination, including responsiveness, access, diversity, and coordination. The report concludes that there is no need for significant expansion of public educational resources in the Spokane area. Unmet educational needs pertain only to specific programs which can be provided if interest arises. Data on educational resources are tabulated and graphed, and lists of postsecondary program offerings are appended. (NHM)

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EDUCATIONAL RESOURCES IN THE SPOKANE METROPOLITAN AREA

A RESPONSE TO SENATE FLOOR RESOLUTION 1975-137

MARCH, 1976

Council for Postsecondary Education, State of Washington

CE 160 259

Senate Floor Resolution 1975-137 directs the Council for Postsecondary Education to review and make recommendations on postsecondary educational needs in the Spokane metropolitan area. Specifically, it requires the Council to:

1. Determine the nature and magnitude of needs for educational services, current and projected, in the Spokane metropolitan area;
2. Determine the extent to which these needs are being met through existing programs;
3. Identify the relative effectiveness and cost of alternative delivery systems to the student and to the state;
4. Determine the extent to which the state should attempt to expand services and the effect of such expansion on the ongoing programs of local private institutions; and
5. Clarify the various institutional roles in meeting identified needs in the Spokane area.

The Council is further directed to report its findings and recommendations to the Senate Higher Education Committee on or before January 31, 1976.*

SYNOPSIS: Educational needs in the Spokane area is a subject of recurring interest to the Senate. In 1971, also at the direction of the Senate, the Council prepared a study of graduate educational needs in the area. While most of that report's specific recommendation, especially those for new programs, have been accomplished, a few are still pertinent. One of the major recommendations was never implemented, but the situation it anticipated contributed to the events which gave rise to the Resolution stimulating this second Council report. This recommendation is as follows:

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*The date specified in the Resolution is November 1, 1975; this date was changed by the Higher Education Committee at the request of the Council. A copy of Senate Resolution 1975-137 is contained in the Appendix.

> "The presence of six public and private institutions in the immediate Spokane area may be analogous to the educational institution complex in the Springfield, Massachusetts area. There private and public institutions are pooling their resources to meet the educational needs of the Western Massachusetts' area in a coordinated and complementary fashion. The potential for a similar combined approach to higher education in Eastern Washington is real, and the presidents and faculty of the Spokane area institutions should consider them carefully. As a first step, the presidents might consider formation of a Presidents' Council to examine the success of the program in Massachusetts. Subsequent steps would entail the establishment of inter-institutional committees to examine and recommend the development of specific inter-institutional programs." (emphasis added)

The recommendation was considered by the presidents of the Spokane area institutions, and one meeting among them was held following the release of the Council report. But a Spokane committee on inter-institutional concerns was never fully implemented. Inter-institutional cooperation in Spokane, with exceptions noted later in this report, was not achieved.

Coexistence more or less prevailed in the area until 1974 when Eastern Washington State College was approached by the Sisters of the Holy Names over the possibility of leasing or purchasing the Holy Names Academy, a facility located a few blocks east of the Gonzaga University campus. The Academy had closed earlier in 1974, and many of its students had transferred to the Gonzaga preparatory program.

The prospect of Eastern offering programs in the immediate vicinity of the main campus alarmed persons associated with Gonzaga, and an exchange of letters between various administrators, trustees, and faculty, and the Governor's office, the Legislature, and the Council ensued. The Senate Floor Resolution prompting this study was adopted in the context of these events.

The immediate issue of Eastern's utilization of the Holy Names facility has become moot, in that 1) Eastern determined the facility was too far removed from the downtown area, where it would prefer to offer off-campus components to its programs, and 2) the Spokane Community College District subsequently leased the facility for its Headstart, Adult Basic Education, and various continuing education programs.

At the same time, larger issues of inter-institutional coordination persist. These tend to center on the perceptions of various administrators of the Spokane role of their institutions and on their views of encroachments upon institutional initiatives by other institutions also serving the area. Problems of competition, real or imagined, are exacerbated by the advent of new clientele, especially the adult continuing student, and recent pessimistic projections of student enrollments, both of which contribute to a heightening of anxieties over institutional roles in a finite market.

From the state-level perspective these anxieties reduce to a few policy issues, all of which, in one form or another, can be categorized under the Council's recommended goals for postsecondary education: Responsiveness, Access, Diversity, and Coordination. Problems that occur are often those inferred from situations in which one goal is forced to compete with another.

1. Responsiveness: ("Postsecondary education must respond to the full range of educational needs in Washington society. Such responsiveness involves the provision of education for cultural and value enrichment, as well as for employment. Education beyond high school must encompass formal approaches while providing alternative experiences for those seeking or needing non-traditional opportunities. Program quality standards appropriate to each level and type of education must be a constant concern.")*

*CPE, Planning and Policy Recommendations for Washington Postsecondary Education: 1976-1982.

There are six institutions serving Spokane, with a seventh, Washington State University, viewing the city as part of its primary service area, especially for certain professional program offerings. The area is also served by several local proprietary institutions, as well as by some out-of-state concerns. Educational programs are offered at Fairchild Air Force Base, under the auspices of the Air Force, which accomodate both service and non-service students.

2. Access: ("Access to education for all persons beyond high schoo age who desire it and can benefit from it is a basic goal.") *

All of the senior colleges and universities in Spokane proper are privately-endowed institutions. Two publicly-funded community colleges in the city provide lower-division vocational and academic instruction. Upper-division and graduate instruction in a state college or university is available either on-campus at Eastern Washington State College in Cheney (sixteen miles from the city) or at Washington State University in Pullman (seventy-five miles from the city), or in an off-campus form within the city, provided usually, by one of these two institutions.

Problems of access in Spokane are logically restricted to upper-division offerings in publicly-funded institutions. Community college, or lower-division, access appears adequate. Access to a private college or university is hindered, essentially, by financial considerations, but this barrier is reduced for students in the evening continuing education programs. The provision of such evening continuing education offerings in the city, appears to have expanded upper-division educational opportunities for persons who must work during the day.

Problems of access to upper-division state college or university programs might occur if: a) the 16-mile commuting distance to Cheney were to pose an impediment of sufficient magnitude that it could not be overcome by substantial numbers of Spokane residents; and, b) tuition costs at private colleges and universities in the city were sufficiently high that residents were unable to avail themselves of these schools as an alternative. Since all three private colleges and universities are affiliated with religious societies, it is also conceivable that religious requirements could serve as an impediment to the enrollment of some residents. (This was not identified as a problem by persons familiar with the educational resources of the city contacted during the course of the study.)

** Ibid.

Conflict between the goals of responsiveness and access could occur if the range of institutional and program options in Spokane were reduced through a determination that educational needs could only be met through the provision of off-campus publicly-funded upper-division offerings in the city and the provision of such programs undermined the offerings of local private colleges and universities, eroding their educational market and forcing curtailment of their operations.

3. Diversity: ("Open access, responsiveness, and commitment to individual enhancement through educational services presume a variety of institutions and program options. Within the limits of feasibility, such variety should be provided in Washington or suitable alternatives otherwise made available.")*

   Maintenance of the degree of educational responsiveness apparent in Spokane raises serious questions for state policy if it can be shown that a) there is a danger of direct competition between institutions in Spokane, b) that competition between private and public colleges and universities in this environment would be inherently unfair, c) the unfairness of such competition would be of such a magnitude that the vitality of some institutions would be threatened, and d) the diminution of institutional vitality would be so substantial that future operations would be threatened.

   Should this scenario be played, the state would have to determine whether it had a responsibility to restrict, especially, Eastern's operations in Spokane, and if this would be a sufficient step to preserve the diversity of institutions operating in Spokane.

4. Coordination: ("Responsiveness, access, and diversity, in concert with the achievement and maintenance of high standards of excellence in postsecondary education, require the utilization and coordination of all educational resources. Such coordination should emphasize improved program effectiveness and improved services to the public within a context of financial feasibility. Roles and missions for all segments of postsecondary education must be defined, and the programs offered must be consistent with these roles.")**

   In view of the variety of institutions operating in and around Spokane, inter-institutional competition is anticipated. Such competition, however, is not limited to

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*Ibid.

**Ibid.

conflict between private and public sectors; rather, it occurs between the community and senior college levels within the public sector, within the private sector, and between the private and public sectors.

While a superficial view of the Spokane situation will suggest the presence of inter-institutional conflict and a detailed analysis of this situation will substantiate the presence of problems (albeit of reduced magnitude) there are specific instances of inter-institutional co-operation and coordination in Spokane, and these instances include consortia, facility and resource sharing, joint planning, and inter-institutional cooperation involving all major levels and sectors.

A major concern of this report is with ways of expanding the examples of coordination and cooperation that exist. While the Spokane area is rife with the potential for direct institutional competition, it is also blessed with the capacity for cooperation. This capacity should be explored and expanded.

Reduced to basic form, the questions to be explored in this report are the following:

1. Is there a residual educational need among Spokane residents, a need unmet by the private colleges and universities, the community colleges, the proprietary educational endeavors, and the on-campus programs of Eastern Washington State College?

2. What is the educational role of the Spokane private colleges and universities in meeting local educational needs?

3. What is the responsibility of the state to ensure the vitality of private colleges and universities?

4. What is the need for and responsibility of Eastern Washington State College to offer off-campus programs and courses in Spokane-- (what is the need for an educational center in which to offer off-campus programs)?

5. Would the provision of off-campus offerings and courses by Eastern in Spokane undermine or otherwise threaten the vitality of the private colleges and universities operating in the city?

6. What is the relationship of community college offerings to educational needs in the city?

7. What inter-institutional procedures and agreements operate to reduce competition among institutions in Spokane, and what can be recommended to extend effective arrangements that may be in existence?

Additional questions may derive from these, but the listing is illustrative of the issues to be addressed in this report. Before turning to them in detailed fashion, however, attention is directed to a summary of educational resources in Spokane and a review of comparative indicators of educational need.

THE ENVIRONMENT: Spokane County is second only to King County in the number of institutions serving area residents. Spokane County has six indigenous institutions; King County has twelve. In terms of the gross relationship of institutions to population, Spokane has one degree-granting institution per 50,000 population; the ratio in King County is one such institution per 95,000 population. The ratio apparent in Spokane is exceeded in Washington only by that of Walla Walla County (with three institutions, the ratio in Walla Walla is one per 14,000 population; problems of coordination, however, are not evident in that locale). Because of the differing sizes of the institutions involved, these ratios are not indicative of more than the potential for problems of coordination, but they are indicative of that.

a. Eastern Washington State College: Eastern's Fall, 1975 headcount enrollment was 7,185. As a fully-accredited, state-funded regional educational institution, Eastern offers a fairly comprehensive range of programs leading to either a baccalaureate or master's degree. Its current average annual enrollment is the highest in its history. Eastern considers Spokane as within, and the core of, its primary service area. The College accounts for the bulk of the residents of Spokane County participating in postsecondary education at the senior college level (in all postsecondary education its level of effort is exceeded only by the Spokane community colleges). Almost half of the Spokane residents enrolled at the undergraduate level in a senior institution during the Fall, 1974* term were enrolled at Eastern. These enrollments accounted for about 61 percent of Eastern's undergraduate headcount. It receives

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*1974 figures are deliberately used in this portion of narrative because they are the most recent for which specific categories have been calculated.

more than half (1974 figures) of the students who transfer to a senior institution from a Spokane community college (Eastern receives 36 percent of the transfers from Spokane Falls and 79 percent of those transferring from Spokane Community College).

Eastern has sought off-campus facilities in Spokane for several years. Currently it offers evening courses in eleven locations within the city. More evening courses are offered by Eastern in Spokane (Winter, 1976) than are offered on-campus. It effectively commenced the offering of off-campus programs in Spokane when it joined the Intercollegiate Center for Nursing Education (a Spokane nursing consortium comprised of Eastern, Washington State University, Whitworth and Fort Wright Colleges).

Eastern's orientation to Spokane centers on the provision of offerings within the city when the locale will contribute to program enrichment (an example of such an occurrence is the offering of its undergraduate Journalism program within the city, thus allowing students to benefit from the presence of the press facilities and contacts in downtown Spokane), or when such offerings will contribute to fulfillment of the educational needs of working adults. On these bases, Eastern anticipates a need to offer parts of its Master of Social Work program and its proposed Master of Public Administration program in the city, preferably in an educational center acquired for that purpose.

b. Fort Wright College: Fort Wright College is a fully-accredited institution located about ten minutes driving time from downtown Spokane on a portion of the former Fort Wright military reservation, which it now shares with Spokane Falls Community College (whose campus is within easy view and range of the antique seventy-five millimeter howitzer which stands as a poignant reminder of the Fort's early glory). Fort Wright is the smallest of Washington's accredited private institutions (Sulpician Seminary excepted), with a Fall, 1975 headcount enrollment of 398. It offers a range of baccalaureate programs, with some emphasis on the liberal arts and teacher training.

Among the private colleges and universities in Spokane, Fort Wright's enrollment reflects the highest percentage of Washington undergraduate residents (72.5 percent) and the highest percentage of Spokane residents (57 percent). Both figures, however, represent relatively small numbers of students. The College accounts for about 2.5 percent of the total

Spokane undergraduate enrollment in senior colleges and universities. During 1974 it received eight transferring Spokane community college students. For all intents and purposes Fort Wright is an institution with 90 percent of its enrollment at the undergraduate level or in the fifth year.

Fort Wright maintains cross-registration arrangements with Whitworth and Gonzaga, and the College initiated the inter-institutional (involving all of the Spokane degree-granting institutions) agreement for sharing of visiting lecturers and an inter-institutional colloquium around a common annual theme (Network for Global Concern). The College also participates in the Nursing Consortium.

c. Gonzaga University: Gonzaga is a fully-accredited Jesuit institution. It maintains a law school and offers undergraduate and graduate education through the master's degree. The campus is located about a mile and a half from downtown Spokane.

Gonzaga's Fall, 1975 enrollment was 3,076.* The University is Spokane County's only indigenous institution with a program in Engineering. Its stated emphasis is on undergraduate work, and this is apparent in that graduate (non-law) students comprise slightly less than 6 percent of the headcount enrollment. Law students account for nearly 31 percent of the total enrollment.

Out-of-state students are heavily represented at Gonzaga, accounting for 56 percent of the headcount enrollment. This fraction has remained fairly stable in recent years, although it is higher than the 50 percent figure of 1972. Since 1973 the institution has embarked upon an extensive recruiting program for undergraduates, and this has stimulated increases in the numbers of women, Spokane area residents, and transfer students seeking admission.

In terms of its direct service to Spokane, residents of the county represented about 17 percent of Gonzaga's Fall, 1974 undergraduate enrollment. Slightly under 5 percent of the 1974 Spokane County undergraduates in senior institutions were enrolled at Gonzaga.

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*This figure is somewhat less than the Fall, 1974 enrollment, reported at 3,185.

The University placed second to Whitworth among the private colleges in enrollment of Spokane residents (Gonzaga enrolled 323, Whitworth 407).* Gonzaga received 22 transferring community college students from the Spokane community colleges in 1974.

With no undergraduate program in Nursing, Gonzaga is not a member of the Spokane consortium. It does, however, participate in other inter-institutional activities in the area, including cross-registration with its sister private institutions, membership in the Network of Global Concern, and inter-library sharing arrangements.

d. Spokane Community College District #17: Community College District #17, consisting of Spokane and Spokane Falls Community Colleges, is geographically the largest community college district in the state. Total Fall, 1975 enrollment in the District was 19,111, 17,517, divided between the two campuses 42 percent in Spokane Community College, and 58 percent in Spokane Falls Community College.** Average course load taken by students in the district during the Fall, 1974 term was 8.60 hours, a figure reflective of extensive part-time student participation, but one that is comparable to the average for the community college system as a whole. Of the two institutions, Spokane Falls, the "academically-oriented" college, reflected the higher part-time participation of the two, with an average course load of 7.92, compared with 9.40 at the "vocationally-oriented" college, Spokane Community College.

The two community colleges account for about 60 percent of all the headcount enrollments in degree-granting institutions in Spokane County. Nearly 98 percent of their enrollees are Washington residents, and a comparable percentage of these are residents of the District. During 1974-75, the District conferred 1,131 transfer degrees; this is about twice the number of 1970-71. The District maintains transfer agreements with most of the senior institutions in the state; but, surprisingly, not with Fort Wright, Gonzaga, or Whitworth. In 1973, 636 students transferred from the Spokane community colleges. Most of these, 367, went to senior colleges and universities (most of the remainder made the nominal transfer from one of the District community colleges to the other). Eastern

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*1974 figures.

**Academic and occupational programs only.

received 51 percent of those transferring to senior institutions, followed by WSU (21 percent), Whitworth (6.0 percent), Gonzaga (3.5 percent), and Fort Wright (1.9 percent).

The colleges participate indirectly in the Spokane Nursing Consortium through the development of programs to prepare students for entry into the Nursing program through one of the member senior institutions when they transfer. The District is also represented in the Network for Global Concern. In addition to the two primary campuses, the District utilizes 44 extension centers throughout its area. (Including the former Holy Names Academy in Spokane.)

e. Washington State University: While Washington State University is located about 75 miles south of Spokane, it is generally considered by residents as a Spokane institution. (WSU plays some of its home football games each year in Spokane.) As one of the two institutions in the state offering doctoral programs, the University is the natural focus among those residing in Spokane who believe there is need for doctoral-level programs in the city itself. Washington State University has discussed the possibility of offering its Doctor of Education program to professionals associated with the public schools, and has consulted with area institutions over the possibilities of offering the program in their facilities.

Washington State accounts for about 20 percent of the Spokane area undergraduates enrolled in senior institutions. Since its immediate presence in the Spokane area would have a direct effect upon the educational offerings available there, it must be considered in any review of educational offerings and needs in the area. Washington State University has been the major participant, in terms of enrollments, in the Spokane

Nursing Consortium, although Eastern had more students than WSU enrolled in 1975.*

f. Whitworth College: Whitworth College is a fully-accredited private college with a liberal arts program emphasis. Its Fall, 1975 enrollment was 1,800 of which about 80 percent were undergraduates, and the remainder in the fifth-year (teacher training) program, and the graduate (master's level) program. Nearly 60 percent of its enrollment is comprised of Washington residents, and nearly 25 percent of its undergraduate enrollment is comprised of residents of the city. The College's enrollments have been reasonably stable during the current decade. Present enrollment is higher than at any time since 1967, though it is slightly below the high of 1,800 reached during the mid-1960's.

Whitworth participates in cross-registration with the other area private colleges and universities, but because of its 4-1-4 academic calendar, which is similar to that utilized by Fort Wright, most of the student migration occurring among these institutions is between Whitworth and Fort Wright. The College is a member of the Spokane Nursing Consortium, and is active in the Network for Global Concern. It is a proponent of and participant in most inter-institutional cooperative endeavors in the area.

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*Fall enrollments in the Consortium by institution are as follows:

	69-70	70-71	71-72	72-73	73-74	74-75	75-76
EWSC	13	34	65	104	129	170	185
FWC	0	2	9	14	17	4	3
WSU	23	45	69	115	159	184	178
WC	1	5	12	17	28	2	2
	37	86	155	250	333	360	368

SOURCE: Joint EWSC/WSU 1976 Supplemental Budget Request, ICNE, p. 4.

g. Other Educational Endeavors in the Spokane Area: A variety of private vocational programs are offered by proprietary schools in the area. Such programs range from cosmetology and barbering through the medical technologies. A listing of the institutions and the programs they offer is provided in Appendix A. There is also a range of evening programs offered both by indigenous and out-of-state institutions. These range from Journalism, Business Administration, and Public Administration, through teacher-training programs, to an MA Program in Applied Behavioral Sciences offered by Whitworth. The listing in the Appendix does not identify discrete courses, such as Eastern's evening program, also available in the area.

Spokane is the site of Columbia College, a Missouri-based institution offering off-campus programs during the evening in the Kinman Business University facility. Because Columbia College represents a relatively new endeavor in the Spokane area, little is known of the degree to which area residents pursue its program. The College offers both the Associate of Arts and a Bachelor of Arts in Individual Studies degree. Academic terms are based on "mini-semesters," with each session eight weeks in length. The normal pattern (according to a descriptive brochure issued by the College) is for students to enroll for three credit hour courses each semester, with six mini-semesters offered each year. The courses offered are heavily oriented to Business, in keeping with the Business Administration program that forms the College's Spokane educational curriculum. The College is not directly a part of the issues that gave rise to the Senate Resolution, but its presence in the area is a subject of concern to representatives of local institutions.

At the state level, and as part of its comprehensive planning effort,

the Council is participating in the development of legislative proposals directed to licensing procedures for out-of-state institutions operating in the state, and to proprietary schools.

h. Programs Offered in Spokane: A review of degree programs available in the city (See Appendix C) suggests the presence of considerable commonality among institutional offerings. Much of this is anticipated, given the need for a college or university to provide a basic core of educational offerings if it is to qualify as a college or university (such a core would encompass the Humanities, the Arts, and the Social and Natural Sciences). Beyond this, virtually all of the colleges and universities in Spokane are engaged in teacher preparation programs.

At the same time, there are several areas of institutional uniqueness, both in terms of the programs offered and the instructional mode utilized. Spokane Community College offers the only Agriculture Technology programs available in the city (Washington State University has a major line in Agriculture, but it does not offer programs in this discipline in the city).

Eastern is the only institution with programs in Regional Planning and Social Work. Its Master of Public Administration program, when inaugurated, will also be unique in the area. Engineering is offered only at Gonzaga, as is Law. The Health Professions comprise an area in which most institutions are involved, but there is considerable evidence of individual offerings within colleges and universities. Nursing, as noted earlier, is offered by four institutions operating through a consortium. Fort Wright offers the only Bachelor of Arts degree in the area. The Spokane community colleges offer most of the vocational programs in

the area, and there is little overlap between these offerings and those at the senior institution level.

Differences in program design and mode of delivery may justify a certain amount of duplication in the interest of student choice. For example, Eastern's Education program employs a traditional course structure while Gonzaga's Education program employs an innovative curriculum with a competency-based emphasis. Generally, it is evident that the program areas where the most extensive overlap occurs are in the core curriculum areas (Humanities, Arts, Social and Natural Sciences), Education, Business Administration, and the Communications (including Journalism) fields.

Overall, it may be concluded that Spokane residents have access to a wide range of program offerings, with no particular area of glaring omission. A comparison of the number of FTE's delivered by locally-accessible institutions for the six Standard Metropolitan Statistical Areas (SMSA's) of the state, (Table I) of which Spokane is one, reveals that there are more units of education per unit of population delivered in Spokane than in any other SMSA of the state.

Spokane is demonstrably blessed with a plethora of postsecondary educational institutions, programs, and offerings; this is so evident as to make documentation of it seem redundant. However, an appreciation of the extent of available educational services is an indispensable prerequisite to the discussion of educational service levels that follows.

TABLE I

POSTSECONDARY STUDENT FTE'S AND POPULATION

IN SMSA COUNTIES (Fall 1974)[2]

SMSA	CC	4-Year	Total	FTE's 100 /Population
Yakima				
Public	2,843	(6,267)*	(9,110)	(6.27)*
Private	0	0	0	
TOTAL	2,843	(6,267)	(9,110)	(6.27)*
King-Snohomish				
Public	33,556	35,302	68,858	4.87
Private	0	5,780	5,780	
TOTAL	33,556	41,082	74,638	5.28
Spokane				
Public	10,053	6,168	16,221	5.47
Private	0	5,234	5,284	
TOTAL	10,053	11,452	21,505	7.25
Pierce				
Public	13,599**	0	13,599	3.31
Private	0	7,899	7,899	
TOTAL	13,599	7,899	21,498	5.23
Benton-Franklin				
Public	2,839	0	2,839	2.96
Private	0	0	0	
TOTAL	2,839	0	2,839	2.96
Clark				
Public	3,053	(***)	(3,053)	(2.18)***
Private	0	(***)	(0)	
TOTAL	3,053		(3,053)	(2.18)***

*CWSC is adjacent Kittitas County, 37 miles from Yakima.

**Includes estimate of VTI enrollments.

***Both public and private four-year institutions are available in Portland, immediately across the state border from Vancouver and part of the same SMSA.

[2] SBCCE Operations Report #2, OPP&FM Higher Education Ernollment Projections, (HEEP)

EDUCATIONAL ATTAINMENT IN SPOKANE: Census data for 1970 show that the percentages of Spokane County residents, age 25 and over, completing various levels of formal education were slightly higher than the corresponding percentages of the state's residents as a whole. The exception to this is in college completion, the "four years or more category," where the percentages for the city and the total county (men and women) were slightly lower than the state average (Table II).

TABLE II

PERCENT OF SPOKANE COUNTY RESIDENTS OVER 25 COMPLETING VARIOUS LEVELS OF FORMAL EDUCATION BY SEX (1970)[3]

	Total State	Spokane County	City of Spokane	Balance of County	
High School or More	64.5%	↑ 66.7%	↑ 65.3%	↑ 69.9%	Women
	62.4%	↑ 63.8%	↑ 62.6%	↑ 67.4%	Men
1-3 Years of College	14.8%	↑ 17.0%	↑ 16.5%	↑ 18.3%	Women
	14.2%	↑ 16.2%	↑ 16.1%	↑ 17.0%	Men
4 Years of College or More	9.9%	↓ 9.5%	↓ 9.2%	↑ 10.6%	Women
	15.7%	↓ 14.5%	↓ 14.0%	↑ 16.7%	Men

These patterns appear to be functions of resident migration, perhaps reflective of tendencies to seek employment in other localities upon completion of college work. When the data are considered independently, with Spokane and county residents treated separately,

[3] 1970 Census of Population. U.S. Department of Commerce. January, 1973. Tables 51, 83, and 120.

county residents evince higher completion rates at all levels than residents of the city. Moreover, county residents' completion rates for four or more years of college exceed the state average, while city residents' rates for this category are below. The result when the two are aggregated is one of a depressed total rate below the state average. The presence of Eastern Washington State College, in the county category, would also have a clear affect on the data.

Because of such problems, completion rates must be reviewed in the context of participation rates. The major difficulty with completion rates, when used as indicators of adequacy of educational services, is the impossibility of determining where an individual attended college and controlling migration after college. For these reasons, college participation rates must be reviewed for an understanding of the educational profile of an area.

Participation rates in various types of institutions (two-year and four-year, public and private) are compared for the six SMSA's of the state on Table III. Spokane County exceeds all other SMSA's in the public four-year participation rate and in the total four-year participation rate, and it ranks second to Pierce County, an SMSA with no public senior institution but two private universities, in private four-year participation. Spokane also ranks second in community college participation, but this is behind Benton-Franklin (the Tri-Cities) which is an area with a high educational attainment and no indigenous senior college or university. In overall participation, Spokane ranks second only to Benton-Franklin.

TABLE III

COMMUNITY COLLEGE AND FOUR-YEAR INSTITUTION UNDERGRADUATE PARTICIPATION RATES AT WASHINGTON INSTITUTIONS FOR RESIDENTS OF THE SMSA COUNTIES OF WASHINGTON, FALL 1974 [4]

	UNDERGRAD. PARTICIPATION RATE (Enrollment From County) / (Population of County)				Enrollment / Population
SMSA	Public 4-Yr.	Private 4-Yr.	All 4-Yr.	CC	Overall
Yakima Headcount	1.47	0.17	1.65	2.70	4.35
King-Snohomish Headcount	1.87	0.28	2.15	4.05	6.20
Spokane Headcount	1.94	0.37	2.31	4.51	6.82
Pierce Headcount	1.08	0.50	1.58	3.33	4.91
Benton-Franklin Headcount	1.65	0.19	1.84	5.96	7.80
Clark Headcount	0.77	0.10	0.86*	3.71	4.59

*The four-year institution participation rate for residents of Clark County does not reflect their likely-considerable recourse to Oregon institutions across the border in Portland. This information is not available.

[4] SBCCE, OPP&FM and Council for Postsecondary Education, individual four-year institutions' student origin information.

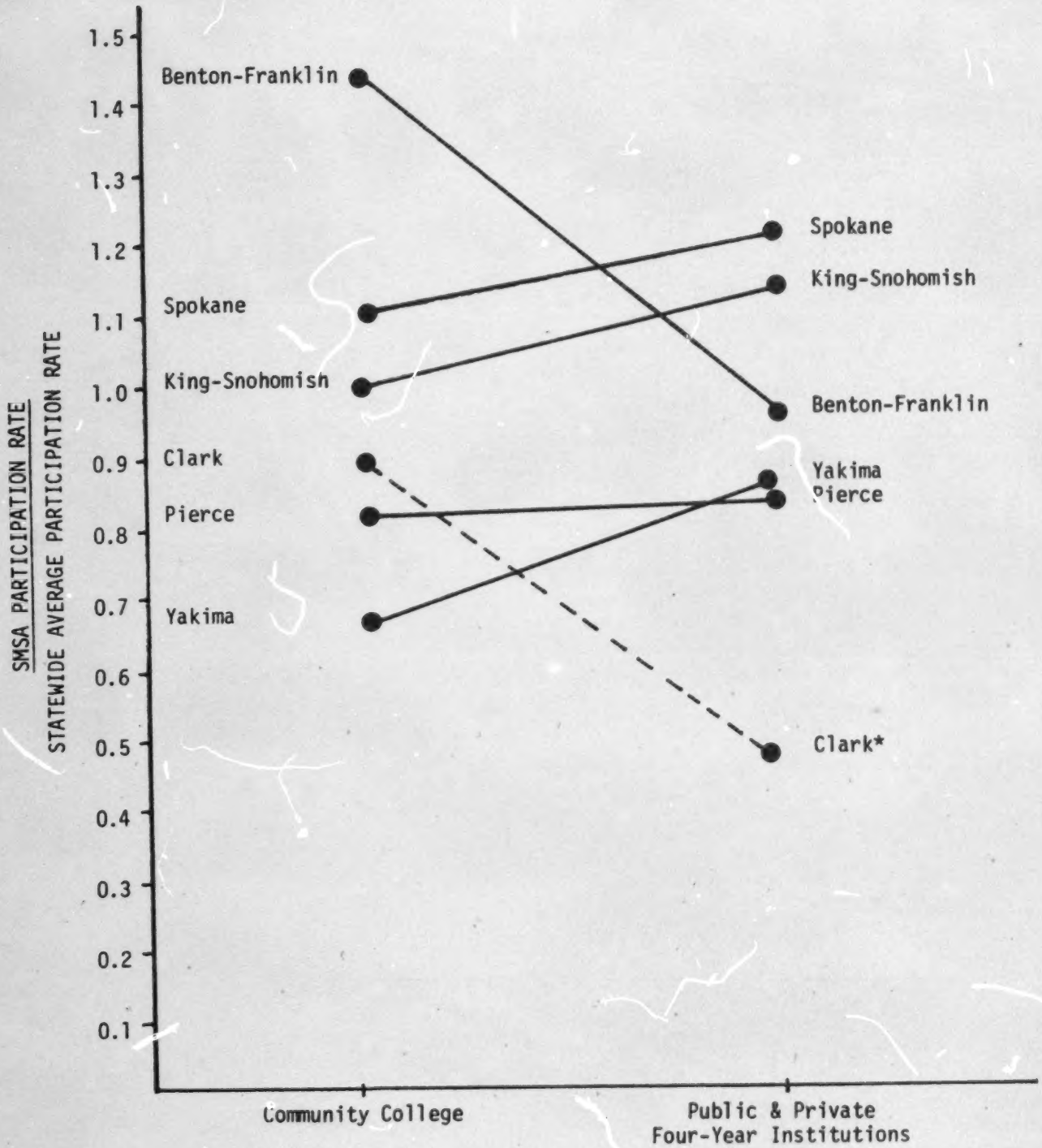
These high participation rates are consistent with the obvious ease of access to all forms of postsecondary education that Spokane County residents enjoy. They are further substantiated on Figure I, which illustrates the results when the two-year and four-year participation rates for the six SMSA's are normalized to the statewide average (the SMSA rates divided by the statewide rate). Only Spokane, among the populous counties, exceeds the statewide average on both two-year and four-year participation (respectively, by 10 and 20 percent). Spokane County ranks second only to the Benton-Franklin County SMSA in community college participation, and Spokane County exceeds all other SMSA's in four-year participation.

Educational attainment among residents of the six SMSA's is compared on Table IV. The extreme right-hand column shows four-year institutions' participation rate corrected for the proportion of adult population with one-to-three years' college preparation. Once again it is clear that Spokane County surpasses the other SMSA's on this index of educational service.

At this juncture it is apparent that Spokane residents are well-served by the existing institutions and offerings in the area and by the proximity of postsecondary educational services. In comparison with the educational service level extant and generally considered acceptable in the state, Spokane ranks highly, allowing derivation of the conclusion that educational services in the area are generally adequate. Remaining unmet needs are likely to be those pertinent to specific programs, and such needs should be determined through program level assessments as they arise.

FIGURE 1

POSTSECONDARY PARTICIPATION RATES FOR SMSA COUNTIES,[5]
NORMALIZED TO THE STATEWIDE AVERAGES (Fall, 1974)



*Data on participation of Clark County residents at Oregon institutions is not available.

[5]State Board for Community College Education and Council for Postsecondary Education survey of student origins, institution by institution.

TABLE IV

EDUCATIONAL ATTAINMENT FOR ADULT RESIDENTS (25 or over) OF THE SMSA COUNTIES OF WASHINGTON (1970)[6]

	Highest Educational Attainment (%)			Participation Rate Corrected for the Proportion of Adult Population with Some College $\frac{(\text{4-Yr. P.R.})^{*}}{(\text{1-3 Yr. Coll.})} \times 100$
	H.S. Compl.	1-3 Yr. Coll.	4 or More Yr. Coll.	
Yakima	29.4	11.7	8.6	14.1
King-Snohomish	36.3	15.8	16.0	13.6
Spokane	36.9	16.3	11.9	14.2
Pierce	38.9	11.8	10.1	13.4
Benton-Franklin	38.4	15.4	13.8	11.9
Clark	36.7	14.1	9.3	6.2**

*From TABLE III.

**See Footnote TABLE III.

6 1970 Census of Population (Vol. 1, Part 49), U.S. Department of Commerce. January, 1973. Tables 51 and 120.

THE SPOKANE POSTSECONDARY EDUCATIONAL COMPLEX--SOME PROBLEMS, DILEMMAS, MISCONCEPTIONS, AND ALLEGATIONS, AND SOME UNDERSTANDINGS:

Any study focusing on educational needs in Spokane is preordained to the obvious: when viewed from the perspective of educational standards that effectively apply statewide, there are no significant unmet educational needs in the area. Problems in postsecondary education in Spokane, then, are not the problems normally attending insufficient educational resources, rather, the difficulties attending an abundance of resources.

a. Problems in Coordination--Public and Private Institutions: Prospects for inter-institutional coordination in Spokane are somewhat confounded by the presence of three private colleges and universities in the city itself, and the concomitant perception among these institutions that Spokane is their natural constituency, or market. From their perspective, in that they must charge a large portion of their full instructional program costs to students through tuition, competition with publicly-funded institutions, which absorb a large portion of their instructional costs through general revenues (allowing the maintenance of comparatively low tuitions) is inherently unequal. Because of this, there is a presumption on their part that when a public senior institution, such as Eastern, offers its programs within the city, and such programs are comparable in subject matter to those offered by the private college or university, there will be a natural, economically-motivated, gravitation of students from the private institution to the state college program. The first-line of defense against this threat is for the private institutions

to insist that Eastern and other publicly-funded institutions refrain from offering duplicative programs in the city.

From the perspective of Eastern, the state has an obligation to ensure easy access to educational programs. If the offering of one of its programs in the city will make it easier for persons to avail themselves of an educational experience, then the College has a responsibility to do so. This responsibility is particularly pronounced, according to this view, in its application to adults who must work during the day, persons outside the traditional 18-24 college age spectrum.

Both positions are diminished somewhat by the marginal expense (both in time and money) of commuting between Spokane and Cheney. It is unlikely that a restriction of Eastern offerings to the Cheney campus would significantly strengthen the full-time enrollment base of the private colleges and universities, since the tuition differential between the public and private institutions is significantly more than the commuting cost. The need for Eastern to extend its programs into Spokane to meet a significant unmet educational need is vitiated for the same reason: it is unlikely that there are many adults in Spokane who would find the commute to Cheney an insurmountable impediment to access. Were this not the case Eastern would not receive the large numbers of Spokane residents it enrolls each year.

Although the private colleges and universities have Spokane residents among their enrollments, in the aggregate these comprise about 17 percent of the undergraduate headcount. Spokane residents

comprise about 60 percent of Eastern's undergraduate headcount, and about 90 percent of that of the community colleges.

Residents of Spokane, therefore, appear to be overcoming geographical limitations on access, and commuting the 16 miles to Cheney, in rather substantial numbers. This may be better understood if it is noted a) that the campus is serviced by the city transit company, and b) the distance between downtown Spokane and Eastern is roughly comparable to the distance between the University of Washington and Burien, or that between Shelton and Olympia, well within the twenty-five mile diameters used as the generally-accepted commuting standard by educational planners drawing circles around institutions on state maps.

The educational situation in Spokane is significantly improved by the existence of an extensive community college program in the city. The presence of the two primary campuses assures the availability of an expansive range of lower-division programs and courses to residents of the city, in convenient locations, and at convenient evening times. The presence of this educational complex lends substance to the proposition that the state has acted decisively to fulfill educational needs in the city.

In view of these patterns, with sufficient access to Cheney, especially for the daytime "conventional" college student, and to programs in Spokane both for the daytime student and the continuing education student seeking lower-division programs, the remaining segment of the population Eastern's off-campus programs would accommodate consists of the upper-division or graduate evening student.

Returning to economic considerations, continuing education, or part-time fees, among institutions serving Spokane directly cluster between two extremes. For the community colleges, the part-time fees are $8.30/quarter credit hour, at the low extreme, and $60.00/semester credit hour (this is equivalent to $40.00/quarter credit hour) for Gonzaga, at the high extreme. The continuing education fees for Eastern, Fort Wright, and Whitworth, however, cluster more closely. Eastern's continuing education fees (for resident credit) are $17.00/ quarter credit hour ($19.00 for graduate level courses). Fort Wright's are $30.00/semester credit hour (which convert to $20.00/quarter credit), and Whitworth's, at $110.00/Whitworth Semester Credit, convert to $22.00/quarter credit hour. The point of this is that the continuing education fees at Eastern, Whitworth, and Fort Wright are competitive; when converted to a comparable base they range from $17.00 to $22.00 per quarter credit.

Accordingly, it can be argued that there is a range of economically-feasible alternative upper-division and graduate continuing education courses in private colleges serving Spokane. Given this, it is entirely conceivable that limiting Eastern's continuing education offerings to its campus could lead to a strengthening of the enrollment base in these private institution continuing education programs. Thus, this aspect of the private institutional argument is plausible. It is perhaps ironic that it is advanced by persons associated with Gonzaga, the institution to which it would be least applicable.

In any event, the segment of the Spokane population that would most directly benefit from the presence of Eastern within the city appears small. There are community college alternatives at the lower-division, and there are private college continuing education offerings at the upper-division and graduate levels, albeit the range of such offerings is not expansive. While it cannot be stated that the available private educational services are exhaustive, they should not be ignored.

Eastern officials may be tacitly recognizing this situation when they address the primary aspect of their interpenetration of the city in terms of program enrichment, extending programs into the city when it would enrich the quality of the program (e.g., the Nursing program and Eastern's Journalism program). The appropriateness of extending offerings to the city when such extension would enrich the program quality is clear. But this needs to be a program-by-program determination rather than a general goal with an implicit assumption that virtually any program would be enriched through its offering in Spokane.

b. Problems in Coordination--Public and Public Institutions: Coordination among public institutions in Spokane reduces to two major concerns. The first of these involves off-campus programs, which is also the essence of the problem between the public and private institutions. The second of these concerns effective inter-institutional agreements for transferring community college students.

Problems of coordination in off-campus programs between Eastern and the Spokane community colleges are minimal. For its part Eastern

avoids the offering of off-campus courses at the lower-division level in the city. During the Winter, 1976 term, two lower-division courses were advertised by Eastern for offering in Spokane, but these were considered an exception to the institutional pattern, and, in any case, Eastern's stated objectives are to avoid such endeavors. The evening course catalog of the community colleges is expansive, and there is little not offered that Eastern could provide. Moreover, Eastern cannot compete effectively with the community colleges in this area because of differences in the fees the two institutions must charge.

Eastern has indicated an interest in offering some upper-division courses in the city in the Spokane community college facilities (one such course was identified in its Winter, 1976 bulletin). The District officials also indicate a willingness to pursue this possibility. This appears to be an area for potential cooperation between the two institutions.

It seems evident that the offering of needed upper-division courses in the community colleges suggests the potential for cost savings and mutual institutional benefit. However, the major proposition of this report remains that need for the offering of evening courses in the city by Eastern should be carefully determined, on a course-by-course (or program-by-program) basis. The availability of community college facilities should not be taken, in itself, as a sufficient reason for the development of an extensive evening program in the city by Eastern.

One point of inter-institutional friction in Spokane concerns Eastern and the Spokane community colleges. This friction centers on

the maintenance of effective transfer agreements (for students receiving the Associate of Arts degree) between them. The presence of such friction is hard to comprehend, given Eastern's clear role as the primary recipient of Spokane area community college transferring students, and the obvious importance of effective transfer arrangements between the two schools for students who may wish to transfer.

The Spokane State/Community College network could serve as a model for demonstrating how a synchronized public postsecondary educational system could work. This is not the case. Antagonisms between individuals associated with the two institutions occasionally reach the kindling point. Problems derive from misunderstandings and misconceptions, but they also emerge as allegations, on the one hand, that the community college programs are lacking in rigor, and accusations, on the other, that there is a lack of collegial respect extended community college faculty and programs.

State college faculty argue that transferring community college students do not perform as well as native students. Community college faculty insist that they do better. Faculty in the senior college lament the perceived low quality of community college programs and express fear that they will undermine the academic quality of programs in their institution. For their part, the community college faculty consider these charges contrived to force transferring students to repeat coursework, thereby keeping state college faculty members employed.

Community college representatives express anxieties over two presumed trends at Eastern: the renumbering of courses to obscure comparability with lower-division community college offerings (forcing

transferring students to repeat them), and statements that certain credits (e.g., English credits) will not be accepted for credit at Eastern because the class sections are too large.

With respect to the first of these, there has been some recent course renumbering at Eastern, and there are some instances where these changes need to be more carefully discussed with community college representatives, but there is no evidence of a trend on the part of Eastern to systematically make unilateral changes. Viewed over a period of time there is evidence that some courses have been numbered upward, others downward: but, again, no trend.

With regard to the second concern (unacceptability of English credits), it appears to be an unsubstantiated rumor. Such an action on Eastern's part would be difficult to justify, given the general funding constraints on community colleges which force minimal size classes. If there is a problem, it is not that of the community colleges. Eastern's refusal to accept transferring credits would place students directly in the interface between two institutions, and this would be a difficult position to defend.

In the main, the accuracy of these recriminations is less important than their reflection of disarray among keepers of a public trust, and their potential for increased costs to the students and to the state. Viewed from the state level, this situation may be summed as follows: the state has established community colleges as the primary instrumentalities for achievement of the open door in postsecondary education. An essential element is that of easy inter-institutional transfer among components of the public system, and particularly for community college students who complete the

program designed for this purpose. Problems between public institutions in this area must be anathema to those who must make the funding decisions to sustain course offerings in both sectors. If students are unable to transfer effectively, if credits are lost, if courses are repeated, or if additional credits are imposed, there is the possibility that the general public and the tuition-paying student are not getting something they are paying for, that institutional priorities are paramount to student needs, and that the objective of an articulating postsecondary educational system is being denied. Thus, it is important that individuals at the institutional level work to minimize and reduce problems that arise between them. For their part, both institutions have recently commenced meetings of representatives to find ways to reduce tensions and to prevent their recurrence.

c. Eastern's Plans for a Spokane Educational Center: For several years Eastern has been interested in the acquisition of facilities in Spokane for the maintenance of an off-campus educational center. As the concept of such a center is presently formulated it may contain the seeds of a situation in which an auxiliary educational facility would serve as a stimulus to the development and importation of programs to ensure its utilization at maximum capacity. The case for an educational center runs counter to the view that educational offerings in Spokane by Eastern should be developed and justified on a case-by-case basis. As it stands the issue tends to focus on facility acquisition without clear justification for the off-campus provision of the programs that would be offered in it; once it acquires a facility, the College will have little alternative

to keeping it filled, and it can best do this by transplanting campus-based programs to the center.

The need for a public college to establish and fill an off-campus center a few miles from its home campus, when there are other educational resources currently available and often under-utilized in the area, requires careful substantiation, and the burden of proof in such instances must rest squarely on the propagating institution. The position of this report is that as needs for individual off-campus programs and courses are determined, courses and programs that would complement rather than duplicate those currently available in the city, Eastern should explore possibilities for their offering in existing facilities, especially community colleges, but also, through facilities sharing arrangements, in the private institutions in the area.

d. Inter-Institutional Consultation in Program Development: Concerns for reducing the intensity of conflict by emphasizing a need to examine issues on a specific basis carries through to most of the problems reported in Spokane. Instances of inter-institutional consultation in new program development in Spokane (indeed, in the state) are rare. Instances of collaboration in the offering of a program are almost beyond credulity. To the credit of the institutions serving the area there are examples of both in the city, but these are few. And it is fair to state that many of the abrasions that occur stem from one institution initiating a program, often innocently, previously initiated by another. This includes all sectors, private and public, two-year and four-year.

The Spokane Communtiy College District currently has approximately 40 new program proposals in the initial stages of review at the state level. There is no evidence of consultation with other area institutions on the question of the community colleges initiating this salvo of programs. In the community colleges; the senior institutions in the area do not receive them. This is a weakness of the Program Alert System, and it is one that could be corrected easily.

The public airing of problems in Spokane has contributed to searches for areas of potential cooperation in the offering of programs among institutions. Eastern Washington State College and Gonzaga have proposed a joint approach to public law based on the Master of Public Administration program in the advanced developmental stages at Eastern and the law program offered at Gonzaga. The Nursing Consortium is an example of joint program offering by several institutions.

While there is some evidence of program uniqueness in Spokane, there is more evidence of program commonality among institutions. As noted earlier, this automatically places the private colleges and universities in an economically disadvantageous position with their public counterparts because of pricing differences. The extent of disadvantage will vary with the proximity of the public institutional offering to the private college campus, but as long as there are public institutions serving Spokane, even from Cheney, the disadvantage will remain. Cooperative arrangements among private and public colleges, programmatic and other, can work to the mutual advantages of each participating institution.

e. Relationships Between Private Colleges and Universities and the State:

Because of the comparative price disadvantage at which private colleges and universities must operate in Spokane, and the presence of a state-supported college within easy commuting range of residents of the city, the attractiveness of the private institutions to regular day-time students must center on qualities that transcend economic considerations. These qualities include those which traditionally account for the appeal private colleges and universities have for large portions of the population. Sometimes this is a religious component of the curriculum, other times it may be the individualized nature of the student's relationship to the institution; distinctive educational approaches may be still another. The state's role in strengthening the vitality of these institutions, however, is limited by some of the very conditions that assure their autonomy.

The state can strive to control new program development in public institutions in fields currently available in the city and encourage institutions to work toward the achievement of various inter-institutional agreements and cooperative arrangements, but to venture beyond this, in view of the reality of public institutions in Spokane (i.e., Eastern's presence in Cheney, within easy commuting distance of Spokane and the community colleges in Spokane are facts that all institutions have to accept) and Consitutional proscriptions on state-private institution relationships, is not feasible.

There is a possibility that the state, particularly through its institutions, could contract for educational services or resources with private colleges and universities. But such arrangements, to

stand Constitutional muster, are likely to be limited to those of primary benefit to the state, not to the private institutions. Accordingly, this possibility, as virtually all other alternatives suggested in this report, is one to be explored on a program-by-program basis, and this exploration must necessarily occur with cognizance that the commuting distance to Cheney is not an a priori indicative of unmet needs or justification for moving programs into Spokane. Again, the issue devolves to a general lack of compelling evidence of unmet educational needs in Spokane.

The evidence defies a simplistic conclusion that problems in Spokane stem from economic disparities between public and private colleges and universities, and that a solution ultimately resides in state assistance to students of private institutions, allowing these schools to minimize the pricing disadvantage at which they operate. This is an inaccurate assumption in that 1) problems are not limited to private/public conflicts, and 2) much current agitation derives from unclear institutional roles in the continuing education area, an area where the tuition differences are minor. There are (perceptual) tendencies in postsecondary education to discount the effects of Constitutional restrictions on relationships between private institutions and the state. Unless there are Constitutional changes, the range of solutions is limited and transient. Whatever else, it cannot be predicted when and whether there will occur Constitutional changes that will permit assistance to students attending private colleges and universities.

Some of the things that can be done in Spokane are reflected in things that are being done. There are consortium arrangements; these may be expanded. There is facility sharing; those possibilities have not been exhausted. There are cooperative program developments; those can be further exploited. More important, there is a considerable reservoir of goodwill in all of the institutions that can sustain the exploration and extension of such activities. Representatives of private colleges and universities have expressed an interest in expanding cross-registration (which currently exists between Whitworth, Fort Wright and Gonzaga) to include students in public institutions. Eastern and Gonzaga have discussed the prospect of all of the senior institutions cooperating in the offering of a Bachelor of Arts in General Studies at the upper level, accepting credits mutually, and planning offerings jointly (and emphasizing the offering of courses in the late afternoon or evening). Also under consideration is the sharing of support services, such as computing and library facilities. Interest has been expressed in a educational cable TV consortium. Finally, the Nursing Consortium might serve as a structural prototype with applicability to other program areas, since it involves a number of institutions pooling their resources to support the existence of a third entity, the consortium, in which students receive their upper-division work upon completion of their first two years either on a home campus or in the community colleges. The interests in these possibilities are encouraging.

f. Out-of-County Based and Proprietary Program Offerings: As a general observation, there appears to be little concern over the presence of out-of-county Washington-based institutions operating in

Spokane.* This may be attributed to the significant presence in the area of only one such institution, Washington State University, the involvement of which in the Nursing Consortium is essential to its solvency (a subject of importance to Spokane institutions in the Consortium). Washington State University has also exercised restraint in the offering of off-campus programs in Spokane; its present interest in offering an EdD to residents of the city has been pursued in cooperation with the indigenous institutions. While the presence of out-of-county Washington institutions in Spokane is not a serious problem, as a matter of policy the responsibility for meeting off-campus educational needs in the city should be that of the indigenous institutions. Aside from a limited range of advanced graduate programs, there appears to be no clear need that a local college or university cannot meet.

There is considerable concern among Spokane institutions over the presence of Columbia College, the Missouri-based institution offering business programs in the city. The quality of the Columbia program and its impact upon other activities in the city were not analyzed as a part of this review. Under present laws there is little that can be done to regulate the presence of such institutions in an area. A licensing and approval program is currently under consideration in the Legislature, and the Council has recommended a statutory program as part of its comprehensive plan.

This same point pertains to the proprietary schools based in Spokane. There schools, with a 1975 enrollment of 1,372**, were not

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*As distinct from out-of-state institutions operating in Spokane.

**OPP&FM Survey, unpublished. Enrollments for 1970-75 for the 16 reporting schools were the following: 1970-1,913; 1971, 2,270; 1972, 2,143; 1973, 2,290; 1974, 1,839; and 1975, 1,372.

identified as a subject of concern by those consulted during the development of this report. The state currently lacks statutory provisions for the regulation of educational enterprises of this type. Council support for legislation to regulate and license proprietary schools is also a part of its comprehensive plan.

Before departing this topic, in keeping with an earlier suggestion, Program Alerts distributed by the community colleges in Spokane should be sent also to proprietary schools, particularly in view of the vocational programs they provide.

CONCLUSIONS AND RECOMMENDATIONS: At this point it can be stated that the major problems identified in Spokane are those encountered in any crowded room. Resolution of these problems depends on better coordination among institutions. The recommendations presented in this report identify some of the means by which this can occur.

Before turning to these recommendations, however, those findings of the report that are relevant to the subjects outlined in the Senate Resolution are the following:

1. *Determine the nature and magnitude of needs for educational services in the Spokane area.*

It is the conclusion of the report that need for additional educational services in the Spokane area is limited. In terms of the general indicators of adequacy of educational services, the area ranks among the best-served Standard Metropolitan Statistical Areas in the state. Unmet educational needs in Spokane are those which may pertain to specific programs, and these needs can be assessed as interests in such programs become manifest.

2. *Determine the extent to which educational needs are being met through existing programs.*

It is the conclusion of the report that educational needs in Spokane are being adequately met through existing services. Again, the possibility of unfulfilled interests in highly specific programs may exist, but these should be determined on a program-by-program basis.

3. *Identify the relative effectiveness and cost of alternative delivery systems.*

Because of the presence of home campuses in the Spokane area, the question of alternative delivery systems is not as germane to the area as it might be to other areas, such as Yakima, where indigenous institutions are lacking. To the extent that the Nursing Consortium represents an alternative delivery system, it is an effective approach that has extensively reduced need and inter-institutional competition in this field. The report recommends that this structure be examined as a prototype for its potential application to other program areas. Beyond this, the report views as encouraging the apparent interest among institutions in the city in a cooperative approach to the development of cable educational television resources.

4. *Determine the extent to which the state should attempt to expand services and the effect of such expansion on the ongoing programs of local private institutions.*

The report has concluded that there is no need for significant expansion of public educational resources directly into the Spokane area. On the contrary, the view has been that the case for a publicly-funded off-campus educational facility in Spokane is

unconvincing. The commuting distance between Spokane and Cheney is not considered a major commuting impediment to residents of the city. Moreover, the provision of publicly-funded evening and continuing education upper-division courses in Spokane could undermine the continuing education potential of Fort Wright and Whitworth in this area.

5. *Clarify the various institutional roles in meeting identified needs in the Spokane area.*

The report concludes that the major programmatic emphasis at Eastern should be directed to the offering of on-campus programs. As a general rule, programs and courses should be taken into Spokane 1) when their offering in the city will clearly contribute to their overall quality (because of the presence of facilities that are not available on-campus), and 2) when there is a clear need for a program or course not otherwise available in the city, in which case Eastern should attempt to meet this need in the facilities of an existing postsecondary educational institution.

The array of educational resources available in Spokane is such that the responsibility for meeting local educational needs should be that of the indigenous institutions, including Eastern, and not a responsibility of institutions located elsewhere in the state. Washington State University has an educational role it can fulfill in the area, but it should continue to exercise restraint on the offering of courses and programs in Spokane, limiting activities to programs not otherwise offered in the city and primarily to those at the advanced graduate levels. None of the public senior institutions should normally offer off-campus lower-division courses into Spokane, in

view of the presence of sufficient community college resources in the city.

Finally, aside from restating its continued support for legislation directed to the licensing and regulation of proprietary schools and non-Washington institutions operating in the state, both of which are pertinent, the report has no specific recommendations for legislation.

In addition to the above conclusions the following recommendations are proposed:

1. *In view of the comprehensive range of institutions in Spokane, there is a capacity to meet existing postsecondary educational needs.*

2. *Postsecondary education services in Spokane could be enhanced by improved inter-institutional working relationships. To this end, the Council recommends that Spokane area institutions establish a Spokane area postsecondary conference committee comprised of the chief academic officers of the two- and four-year, public and private institutions, plus a representative of the proprietary school sector.*

   The committee should:

   1) *Meet on a regular basis to review needs for programs in the area and direct planning for the coordination of institutional efforts to meet those needs,*

   2) *Meet as necessary to consider specific program questions or concerns involving one or more institutions,*

   3) *Receive for discussion and recommend action on matters referred by any of the area postsecondary institutions or the CPE.*

   The members should:

   1) *Report to their respective institutional presidents,*

   2) *Prepare an annual report describing the issues discussed or resolved during the previous year, activities pending for the ensuing year and any recommendations for institutional or CPE consideration.*

3. *Evidence of formal area institutional consultation and review during a program's development should be included in new program proposals transmitted to the CPE for review and recommendation.*

4. *Proposals to the SBCCE for new two-year academic programs in the Spokane community colleges should be required to show evidence of consultation with local four-year institutions in the development of the proposal.*

5. *Copies of vocational programs, proposals of the Spokane community colleges, and Program Alert notices should be transmitted to the area's four-year institutions and the proprietary school representative to the area committee. The objective should be the identification of areas of common interest and reduction of program duplication between institutions.*

6. *The Spokane area two-year and four-year institutions should consider re-instituting publication of a joint announcement of evening courses. This practice should include prior institutional review of proposed offerings to avoid unnecessary duplication and provide greater course sequence continuity.*

7. *In view of the availability of state-supported educational programs through the two-year academic level in the Spokane community colleges, it does not seem necessary for EWSC to provide lower-division academic extension courses in Spokane. Eastern should not offer such courses unless arranged in advance with the community colleges.*

8. *In view of the available educational resources, it is recommended that EWSC not establish a Spokane educational center at this time.*

9. *EWSC should provide off-campus instruction in Spokane only in specific programs where program quality is demonstrably enhanced by use of facilities, equipment, or other particular resources of a type not available on campus, or when there are particular program needs that cannot be effectively met through educational resources in the city. In the latter case, Eastern should consult with Spokane institutions on the availability of space for the offering.*

   As a general conclusion the commuting distance from Spokane to Cheney is not considered, in itself, sufficient justification to take a program into the city.

10. *None of the three independent colleges and universities in Spokane have transfer arrangements with the Spokane community colleges; these institutions should consider transfer arrangements with the Spokane community colleges.*

11. *Institutional relations between the Spokane community colleges and Eastern could be improved. It is recommended that a review panel composed of faculty and administrators from both community colleges and EWSC be temporarily empaneled to identify existing concerns and current problems between the institutions and to suggest remedial action and clarify misunderstandings.*

12. *It is recommended that Eastern publish a course equivalency bulletin, comparable to WSU's transfer program bulletin, indicating, at least, which Spokane community college courses are considered equivalent for credit to courses at Eastern.*

13. *Beyond the issue of tuition differences between the public and private institutions, the issue of overt competition between the two sectors in the Spokane area has been overstated. The services provided through the three independent colleges and universities, although substantial, account for only 17 percent of Spokane's senior institution undergraduate enrollment.*

    The fundamental issue of tuition parity for the private institutions in Spokane is addressed in the Council's long-range planning document through a recommendation which calls for a constitutional amendment that would allow the provision of state support for students attending private colleges and universities. The CPE re-commits itself to this proposition.

14. *Overall, the issue of private vs. public institutional relationships in Spokane can be addressed through voluntary coordination. The following activities are amenable to cooperative institutional endeavor:*

    a) *Review of new programs to identify mutual advantages of joint program development and the feasibility of sharing support resources, such as interactive computing and library resources.*

    b) *Joint community college and four-year institutional development of a coordinated program at Fairchild Air Force Base.*

    c) *Joint institutional planning of a bachelor of arts program, with most coursework offered in late afternoon or evening. At the upper-division level, the potential for mutual acceptance of credit by area four-year institutions should be explored.*

Appendix A

PROPRIETARY SCHOOLS IN THE SPOKANE AREA

A. R. Annis and Associates or Dale Carnegie Courses

Dave Beck School of Real Estate

Cady School of Beauty

Dan's Barber College

Deconess Hospital

Pathologist Asst. Trainee Program
School of Medical Technology

De Mers Beauty School

Drezden Charm and Modeling School

Holy Family Hospital

School of Radiological Technology

KZUN School of Broadcasting

Kelsey-Baird Secretarial School

Kinman Business University

Mr. Lee's Beauty School

Mamer-Shreck Air Transport

M'Lady School of Beauty

Moler Barber School

St. Luke's Memorial Hospital

School of Medical Technology

Sacred Heart Medical Center

School of Anethesia

Spokane Technical Institute

Weisharr's Welding School

Western Aircraft Corporation

THE FOLLOWING IS A LIST OF POSTSECONDARY TRAINING PROGRAMS OFFERED BY PROPRIETARY SCHOOLS LOCATED IN THE SPOKANE AREA.*

AVIATION RELATED

Aviation Secretarial
Advanced Ground School
Commercial Flying School (Rotor & Helicopter
Flight Instuctor (Basic & Instrument)
Instrument Flying School
Multi-Engine Land Rating
Single-Engine Sea Rating
Agricultural Aircraft Operations
Rotorcraft External Loads

BARBERING

Barber College
Barber Review

BEAUTY RELATED

Cosmetology
Beauty Culture
Fashion Merchandising

BROADCASTING RELATED

Radio Broadcasting
Broadcasting Electronics Eng.
Electronics (FCC 1st Class Radio telephone)
Announcing-Production
Electronics Communication Tech
Television Technician

COMPUTER RELATED

Automation Secretarial
Data Processing
Computer Programming
IBM Card Punch & Sorter

DENTAL RELATED

Dental Lab Technician
Dental Assisting

MEDICAL RELATED

Anesthesiology
Histologic & Autopsy Technique
Medical Technology
Nursing
Radiological Technology
Medical Assistant
Medical Secretarial

OFFICE RELATED

General Office
Secretarial
Stenographic
Accounting
Executive secretarial
Legal Secretarial
Bookkeeping
Dictaphone secretarial
Private secretarial
Magnetic Tape Selectric Typewriter

RELIGION RELATED

Clinical Pastoral Education

*As listed in the Directory of Colleges, Institutes and Schools and Their Courses Approved for the Education and Training of Veterans, CCOE, February 1, 1975.

Appendix B

THE FOLLOWING OFF-CAMPUS PROGRAMS ARE OFFERED IN THE SPOKANE AREA BY POSTSECONDARY INSTITUTIONS*

SPONSORING INSTITUTION	NATURE OF PROGRAM	DEGREES OFFERED, IF ANY
EASTERN WASHINGTON STATE COLLEGE	Sequence of three courses dealing with communications behavior in organizations, successful leadership in groups & organizations, & communication in organizations.	None solely at Spokane location.
EASTERN WASHINGTON STATE COLLEGE	Junior and senior year of Journalism in the Spokane Journalism Center	BA
EASTERN WASHINGTON STATE COLLEGE	Graduate program in business administration	MBA
EASTERN WASHINGTON STATE COLLEGE	Graduate program in public administration	MPA
WASHINGTON STATE UNIVERSITY, (fiscal agent) FORT WRIGHT COLLEGE, WHITWORTH COLLEGE & EASTERN WASHINGTON STATE COLLEGE	Upper division nursing majors	BS
FORT WRIGHT COLLEGE	Non-traditional baccalaureate degree program for mature adults who want their out-of-school learning experiences assessed.	BA & BS
WASHINGTON STATE UNIVERSITY	Performance based teacher education seminars	None solely at Spokane location.
WASHINGTON STATE UNIVERSITY	Internships in school administration.	None solely at Spokane location.
WASHINGTON STATE UNIVERSITY	Summer program for administrators' credentials.	None solely at Spokane location.
WASHINGTON STATE UNIVERSITY	Upper division/graduate engineering courses.	None solely at Spokane location.
WHITWORTH COLLEGE	Psychology based competencies: counseling, small group process, interpersonal relationships, evaluations	MA in Applied Behavioral Sciences.

*Compiled from discussions with institutional administrators in reference to External Programs and Off-Campus Instructional Sites, 1974-75. Council on Higher Education 1975.

Appendix C

POSTSECONDARY PROGRAMS AND DEGREES OFFERED IN THE SPOKANE AREA BY PROVIDER INSTITUTION [12]

	SPOKANE	SPOKANE FALLS	EWSC	FORT WRIGHT	GONZAGA	WHITWORTH
AGRICULTURAL & NATURAL RESOURCES						
General Agriculture	AA					
Agronomy	AA, AAS[13]					
Soils Science	AA, AAS					
Animal Science	AA, AAS					
Ornamental Horticulture	AA, AAS					
Agri-Economics	AA, AAS					
Agri-Business	AA, AAS					
Forestry	AA					
Natural Resources Mgt.	AA, AAS[14]					
Farm Machinery	AAS					
Pre-Veterinary Medicine	AA					
Production Agriculture	AA, AAS[15]					
Pre-Forestry	AA					
ARCHITECTURE & ENVIRONMENTAL DESIGN						
Urban & Regional Planning			BA			
Pre-Architecture	AA	AA				
Architectural Drafting	AAS					
AREA STUDIES						
American Studies				BA		BA
Italian Studies					BA	
BIOLOGICAL SCIENCES						
General Biology	AA	AAS	BA, BS, BAEd., MS	BA,BS	BA,BS,	BA,BS
Biology-Environ. Sci.						BA
BUSINESS & MANAGEMENT						
General Business & Commerce	AA, AAS	AA, AAS	BA, MBA			BA
Accounting	AA, AAS	AA, AAS	BA[16]		BBA[17]	
Finance			BA		BBA	
Economics/Accounting					BA	

	SPOKANE	SPOKANE FALLS	EWSC	FORT WRIGHT	GONZAGA	WHITWORTH
Business Mgt. & Adm.			BA,MBA		MBA	BA
Administrative Office Mgt.			BA			
Marketing			BA		BBA	
Industrial Management					BBA	
Personnel & Organiz. Mgt.			BA		BBA	
Commerce and Legal Studies					MS	
Business Economics					BBA,BA	BA
Real Estate	AAS	AAS				
Secretarial Studies	AAS	AAS				
Clerk Typist	Dip., AAS	Dip.,AAS				
Executive Secretary	AAS	AAS				
Hotel-Motel	AAS					
Keypunch	Cert.					
Legal Secretary	Cert.,AAS					
Medical Secretary	Cert.,AAS					
Mid-Management	AAS	AAS				
Retail Fashion Merchand.		AAS				
Retail Merchand. Mgt.		AAS				
Service Representative	AAS	AAS				
Stenographic	Cert.	Cert.				
Display Design	AAS					
Advertising Design		AAS				
Accounting (Control)Clerk	Cert.					
COMMUNICATIONS						
General Communications					BA	BA
Journalism	AA	AA	BA 16A			BA
Radio/Television		AA,AAS	BA 16B			
Speech	AA	AA				
Communication Studies			BA			
COMPUTER & INFORMATION SCIENCE						
Computer Science	AA	AA				
Data Processing	AAS					
Key Punch	AAS					

	SPOKANE	SPOKANE FALLS	EWSC	FORT WRIGHT	GONZAGA	WHITWORTH
EDUCATION						
General Education	AA	AA	BA,BAEd, MEd		MEd	
Elementary Education			BAEd, MEd	BA		
General Secondary Education			BAEd, MEd	BA	MAT	MAT
Junior High School Education			BAEd, MEd	BA	MAT	
Junior & Community College Ed.			MA, MS			MAT
Educational Paraprofessional		AA,AAS				
General Special Education			BAEd, MEd			
Social Foundations			MEd			
Early Childhood Education		AA,AAS		MEd		
Student Personnel			MEd, MS		MA, MEd	MEd
Educational Administration			MEd		MA,MEd	MEd
Curriculum & Instruction			MEd		MEd	MAT
Reading Education			MEd			
Art Education			BAEd, MEd			BA
Music Education			BAEd,MA			BA
Math. Education			BAEd, MEd			
Physical Education			BAEd, BA, MEd			BA
Health Education			BAEd, BA, MEd			
Business, Commerce, Distributive Education			BAEd, MEd			
Industrial Arts, Vocational and Technical Education			BAEd, BA, MEd			
Instructional Communications			MEd			
Home Economics Education			BAEd, BA			
Social Studies Education			MEd	BA		
Education Specialist			MEd			
Language Arts			MEd	BA		
Educational Supervision			MEd			
ENGINEERING & RELATED TECHNOLOGIES						
Civil Engineer.					BS	
Electrical Engineer.					BS	
Mechanical Engineer.					BS	
Engineering Science					BS	

	SPOKANE	SPOKANE FALLS	EWSC	FORT WRIGHT	GONZAGA	WHITWORTH
Engineering & Related Technologies (cont.)						
Industrial Technology			BA,BS[6]			
Pre-Engineering		AA				
Civil Engineering Technology	AAS					
Engineering Drawing Technology	AAS					
FINE & APPLIED ARTS						
General Fine Arts		AA			BA	
Music (Performance, Composition and Theory)		AA,AAS	BA,BAEd, MEd	BFA,		BA
Music (Liberal Arts)			BA,MA,[7] MEd.	BA		BA
Art (painting, sculpture, drawing)			BA,BAEd	BA,BFA,		BA
Dramatic Arts			BA,BAEd	BA,BFA		
Interior Design		AAS				
Photography		AAS				
Photo-journalism		AAS				
FOREIGN LANGUAGES						
French		AA	BA,BAEd, MA,MEd.	BA	BA	
German		AA	BA,BAEd, MA,MEd	BA	BA	
Spanish	AA	AA	BA,BAEd	BA	BA	BA
Russian			BA,BAEd, MA,MAEd			
Latin					BA,MA	
Classical Greek					BA,MA	
HEALTH PROFESSIONS & RELATED TECHNOLOGIES						
Nursing	AA,AAS		BS	BS		BS
Medical Record Librarianship	AAS[8]					BA
Licensed Practical Nurse	AAS					
Nurse Aid	AAS					
Speech Pathology & Audiology			BA,BAEd, MS			
Dental Hygiene			BS			

	SPOKANE	SPOKANE FALLS	EWSC	FORT WRIGHT	GONZAGA	WHITWORTH
Health Professions cont.						
Medical Technology			BS	BS	BS	BS
Medical Transcriptionist	AAS					
Therapeutic Physical Education			MS			
Dental Assistant	AAS					
Inhalation Therapy Tech.	AAS					
Electro-Diagnostic Tech.	AAS[9]					
Basic Medical Sciences					BS	
Pre-Veterinarian	AA					
Pre-Chiropractic	AA	AA				
Pre-Dental	AA	AA				
Pre-Medical	AA	AA				
Pre-registered nurse	AA	AA				
Pre-pharmacy	AA	AA				
HOME ECONOMICS						
General Home Economics			BA, BS[10] BAEd			BA
LAW						
General Law					JD	
LETTERS						
General English	AA	AA	BA,BAEd, MA,MEd		BA,MA	BA
English Literature				BA		
Speech, Debate & Forensic Science	AA	AA	BA,BAEd			BA
Philosophy	AA	AA	BA		BA,MA	BA
Religious Studies				MRelEd, MEd	BA, MRelS	BA,MAR
Drama	AA			BA,BFA		
LIBRARY SCIENCE						
Library Technical Assistant				AA		
MATHEMATICS						
General Mathematics	AA	AA	BA,BAEd, MEd,MS	BA	BA,BS, MA,MS	BA,BS

	SPOKANE	SPOKANE FALLS	EWSC	FORT WRIGHT	GONZAGA	WHITWORTH
PHYSICAL SCIENCES						
General Physical Science						
General Physics	AA	AA	BS,BAEd, BA		BA,BS	BA,BS
General Chemistry	AA	AA	BS,BAEd, BA,MS		BA,BS	BA,BS
Geology			BS,BA, MS			BA,BS
Earth Sciences			BAEd,MEd			
Natural Sciences			BAEd			
PSYCHOLOGY						
General Psychology	AA	AA	BA,BAEd, MS		BA	BA
Child Development			BAEd, BS, MS			
Counseling Psychology			MS		MA,MEd	
Clinical Psychology			MS			
PUBLIC AFFAIRS & HUMAN SERVICES						
Parks & Recreation Mgt.			BA			
Social Work & Help Service			BA ,MSW			
Social Service Paraprofessional		AA	AA			
Law Enforcement	AAS					
Human Resources Management					MS	
Residential Care		AA,AAS				
Criminal Justice			BA			
SOCIAL SCIENCES						
General Social Sciences			BAEd,MEd			BA
Anthropology	AA	AA	BA			
Economics	AA	AA	BAEd, BA		BA,	
History	AA	AA	BA,BAEd, BA MA		BA,MA	BA
Geography			BA,BAEd			
Political Science & Govern.	AA	AA	BA,BAEd		BA	BA
Sociology	AA	AA	BA,BAEd	BA	BA,MA	BA
Classical Civilization					BA	
Black Studies			BA			
Criminal Justice			BA		BS	

	SPOKANE	SPOKANE FALLS	EWSC	FORT WRIGHT	GONZAGA	WHITWORTH
THEOLOGY						
General Theological Profession				BA	BA,MA	
Religious Education				MRelEd, MEd		
INTERDISCIPLINARY STUDIES						
Humanities & Social Science			BA	BA		
General Liberal Arts & Sciences			BA	BA		
Biological & Physical						
General Studies		AA				
Interdisciplinary Studies 2 or 3 specific disciplines		23		BA		
VOCATIONAL, TECHNICAL, INDUSTRIAL						
Air Conditioning, Refrig. & Heat.	AAS					
Air Transportation Technology	AAS					
Appliance Repair	Cert.					
Auto Body & Fender	AAS					
Automotive Mechanic	AAS					
Aviation Maintenance Tech.	AAS					
Baking (Commercial)	AAS					
Carpentry & Cabinetry	AAS					
Cosmetology	AAS					
Culinary Arts	AAS					
Diesel Heavy Duty Equipment	AAS					
Electromechanical Tech.	AAS					
Electronics Tech.	Dip.,Cert., AAS					
Industrial Electricity	Cert.					
Jewelry Repair, Mf. & Design	AAS					
Machinist	AAS					
Musical Instrument Service & Repr.		AAS				
Office Machine Tech.	AAS					
Parts Merchandising	AAS,Cert.					
Printing	AAS					
Sheet Metal	AAS					
Small Gas Engines	Cert.					
Watch Repair	AAS					
Welding Technology	AAS					

FOOTNOTES

Program and Degree Information

[12]Compiled from institutional catalogues, Mapping Your Education, and discussions with institutional administrators.

[13]Program actually called Plant Science. SCC-SFCC Catalog, 1973-75.

[14]Program options include: forestry technician, parks & recreation, soil & water, wildlife. SCC-SFCC Catalog, 1973-75.

[15]Program options include: animal production, crop production, farm management, general agriculture. SCC-SFCC Catalog, 1973-75.

[16]Includes both general and professional accounting.

[16A]Includes news editorial and broadcast.

[16B]Includes programs in RTV news and RTV management.

[17]Two options are offered: public accounting and industrial accounting. Catalog of Gonzaga University, 1973-74, 1974-75.

[18]Areas of emphasis include production, design, construction, & graphic communication. Crossover of Institutional Programs to HEGIS Program Codes, Feb. 1, 1975.

[19]Concentrations available in: performance, music theory, music composition, music education, history and literature. EWSC General Catalog, 1975-76.

[20]Program is actually called: Health Records-Medical Records Technology. SCC-SFCC Catalog, 1973-75.

[21]Program actually called: Cardio-Pulmonary Technology. SC-SFCC Catalog, 1973-75.

[22]Two optional majors are: (1) food & nutrition and (2) merchandising. EWSC General Catalog, 1975-76.

[23]Interdisciplinary Studies major is a contract involving 2 or 3 specific disciplines: history, children's drama, English, philosophy, religion, biology, chemistry, psychology, mathematics, sociology, French, German, Spanish, political science, library science, economics, education, music, art.

Appendix D

By Senate Committee on Higher Education

SENATE FLOOR RESOLUTION NO. 1925-137

WHEREAS, Spokane, the state's second largest metropolitan area, requires a broad range of postsecondary opportunities to meet the academic, occupational, and avocational needs of its citizens; and

WHEREAS, Over 20,000 persons are currently participating in postsecondary offerings through the complex array of institutions--public, private and proprietary--now serving the Spokane area; and

WHEREAS, These institutions are presently concerned about developing appropriate responses to the variety of educational needs existing in the Inland Empire; and

WHEREAS, Such interest not only beneficially broadens educational opportunities of the citizens of that area but also heightens the potential for undesirable competition between institutions; and

WHEREAS, Any change in service by one institution serving the area is certain to affect the service of other institutions to the area; and

WHEREAS, It is in the public interest to preserve, insofar as possible, the integrity of these institutions while ensuring that educational resources are used efficiently and effectively to serve the public needs;

NOW, THEREFORE, BE IT RESOLVED, That as part of its comprehensive planning responsibilities the Council for Post-secondary Education shall undertake a study of the postsecondary educational needs, current and projected, of the Spokane metropolitan area and the most efficient means of satisfying those needs, including but not limited to:

(1) a determination of the nature and magnitude of the needs for educational

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services, current and projected, in the Spokane metropolitan area;

(2) the extent to which those needs are being, or will be, met through existing programs;

(3) a determination of the relative effectiveness and cost to the student and the state, of alternative delivery systems in meeting those needs;

(4) the extent to which the state should attempt to expand services to meet determined needs and the effect of such expansion on the ongoing programs of local private institutions;

(5) a clarification of the various institutions' roles in meeting the identified needs in the Spokane area.

BE IT FURTHER RESOLVED, That the Council for Post-secondary Education is requested to report its findings and recommendations to the Higher Education Committee of the Washington State Senate on or before November 1, 1975.

BE IT FURTHER RESOLVED, That a copy of this resolution be transmitted immediately upon adoption by the Secretary of the Senate to the House of Representatives and the Council for Post-secondary Education.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 11 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES